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The Tech News Volume 58, Issue 10, April 26 1967

The Students of Worcester Polytechnic Institute

The Tech News

"Truth is the secret of eloquence and of virtue, the basis of moral authority; it is the highest summit of art and of life."

Henri-Frederic Amiel

Volume 58 | Worcester, Massachusetts, Wednesday, April 26, 1967 | Number 10

Ettinger Talk Rescheduled For Tomorrow

Dr. Robert Ettinger, an advocate of immortality by freezing bodies before death, will speak at the Thursday's assembly at eleven o'clock in Alden Memorial Auditorium. His topic is entitled "Want to Live Forever?" Dr. Ettinger is the author of the recent controversial book: "The Prospect of Immortality."

Dr. Ettinger was scheduled to speak at Tech last February. A sudden snow storm postponed his appearance until this Thursday.

Preservation of life by freezing the dying patient is advocated by only a minority of scientists and cryobiologists today. However, many new ideas of the past have been faced with a great deal of skepticism.

Dr. Robert Ettinger

Religious leaders and society apparently voice no overwhelming opposition to the movement. Achievement of Dr. Ettinger's goal is largely dependent on value judgments by the individual citizen as well as the development of a more sophisticated technology.

Freezing as a last resort has been done to several humans already using liquid nitrogen, glycerol, and DMSO. They are now in capsule storage in buildings. Repair of the damaged cells, curing the terminal diseases, and stopping and reversing the aging process still remain as road blocks for future generations to solve.

When a cure has been found for a patient's disease, his relatives will not have to worry about cost. Dr. Ettinger sees the day when insurance companies will cover such cost under Federal supervision.

The goal shared by law, medicine, and society is to have a functionally useful, content, happy, dynamically preserved and metabolizing individual for as long as possible. There may be no limit.

A "package deal" contract is now available for those that are enlightened. The "Life Extension Society" in Brooklyn, N.Y. offers such a contract.

Faculty Overwhelmingly Approves Curricula Changes

Minors Program Offered in Humanities
Freshman-Sophomore Curricula Reorganized

On Thursday afternoon, April 20, the faculty of Worcester Tech approved overwhelmingly the recommendations of broad changes in the freshman-sophomore curriculum and the adoption of a minors program in the social science-humanities areas.

The faculty adopted unanimously the minors program (Part II of Report #1 of the Curriculum Study Committee) as recommended by the Executive Committee of the faculty. They also adopted by a 82-27 vote the new freshman-sophomore curriculum as presented by the study committee. This new freshman-sophomore curriculum was recommended by a 6-4 vote of the Executive Committee.

The new freshman-sophomore curriculum is outlined as follows:

FRESHMAN YEAR

First Term

Chemistry	4
Mathematics	4
English*	3
Elective**	3
Introduction to Digital Computers	1
MS	1
PE	½
	16½

Second Term

Chemistry	4
Physics	4
Mathematics	3
History*	3
Elective **	3
MS	1
PE	½
	18½-19½

SOPHOMORE YEAR

First Term

Mathematics	4
Physics	4
Economics*	3
Departmental Requirements	6-7
MS	1
PE	½
	18½-19½

Second Term

Mathematics***	3-4
Physics	4
H/SS Elective	3#
Departmental Requirements	7-6
MS	1
PE	½
	18½

Notes:

* English-History-Economics may not necessarily come in the order indicated.

** Elective from list on previous page.

*** The fourth term of mathematics may be oriented to meet specialized needs of various degree departments.

Note: There has been no extensive discussion of the academic status of either MS or PE in the committee meetings to date. Accordingly they are listed above in their present form. #Humanities / Social-Science Electives. See Part II, "Minor Programs." ES 101, if required, may be taken at this time, but will not be a part of the 24 hour H/SS requirement.

President Storke, Dean Price and Prof. B. L. Wellman Explain New Curricula Changes to "Tech News."

The purpose of the minors program will be to allow the student to take a 15 credit hour sequence of related courses in a non science-engineering field. The students will still be required to take a total of 24 credit hours of non technical subjects, but only 15 hours need to be in one field to qualify for a minor's designation on the student's transcript. This minor will not be designated on the graduate's diploma, but will be on the student's transcript. This is the first step in the direction of a minor's degree.

The following represent proposed typical structures for the minor sequences:

ECONOMICS

Price Theory
National Income Analysis
Money, Banking and Monetary Policy
Public Finances and Fiscal Policy
Economics*
Managerial

BUSINESS

Financial Control
Business Finance
Production Management
Marketing
Organizational Behavior*

*There are several other courses which also would be appropriate at this point.

HISTORY MINOR

Required:

Contemporary Issues I and II

Selected from the following representative list:

(Cont. on p. 5, col. 1)

Gosling Elected Peddler Editor

The Peddler held elections for next year's staff last Wednesday, April 19th in Higgins Laboratories. Robert Gosling was elected Editor-in-Chief.

Mike Babin, Pete Anderson, Dave Baxter, and Ed Zakrzewski were elected to the new Senior editorial staff. Other elected staff members were: Steve Brodeur, Literary Editor; Paxson Gifford, Advertising Manager; Steve Hoob, Business Manager.

Robert Gosling is Vice-President of Theta Chi and manager of the baseball team. Bob comes from Barrington, Rhode Island.

Bob Gosling

J.P. - Big Success Story

Junior Prom Swings to Syd Ross; SAE's Lee Ashton Reigns as Queen; Armstrong Draws Standing Ovation

The Junior Prom at the Worcester Auditorium Friday was a dazzling success as approximately 300 couples enjoyed the splendor and beauty highlighted by the smooth music of Syd Ross and his orchestra. The crowning of SAE's sweetheart, Lee Ashton, as this year's Queen highlighted the evening's festivities.

This year's theme—Elysian Fields—was beautifully depicted in the graceful Greek columns which surrounded the dance floor. In the center, a flowered rock-garden formed the setting for a fount of luminescent water, while eight life-like Roman Senators—the clever handiwork of Decorations Chairman, Neil Durkee—viewed the proceedings from their seats at the front of the auditorium.

Escorted through the receiving line by helmeted Roman soldiers, the couples were treated to a feast of sights and sounds. In addition, a bubbling potion of punch was provided in case anyone wanted to quench their thirst.

At 11:00, the climax of the evening came as each fraternity sent their beautiful representatives before the judging committee. After this, the couples gradually left after a memorable beginning to an exciting week end.

The climax of the Weekend's festivities saw Louis Armstrong and his irrepressible All-Stars entertain a large crowd at the Worcester Auditorium. Providing a medley of jazz done in the inimitable Armstrong style, he charmed the audience who responded with a standing ovation at the concert's conclusion.

Not the least of the concert's delights was Jewel Brown whose wonderfully tight dresses brought appreciative whistles from some of the more enthusiastic men in the audience.

Huge Tyree Glynn on trombone and vibes provided the comic element of the performance as he clowned his way through the performance.

Among the music presented was Armstrong's well-known renditions of "Hello Dolly" and "Mame" along with other old standbys like "Bill Bailey" and "Girl from Ipanema" which was played by Marty Napoleon on the piano.

The group was urged to repeated curtain calls by the crowd at the end of the performance.

FOR STORY ON CHARIOT RACE SEE TECH NEWS SPORTS PAGE

The Tech News

Vol. 58 April 26, 1967 Number 10

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Editorial

Freedom for Sale

Twenty-three student leaders at the University of Redlands in California get together and support a debate on the Viet Nam war between a Redlands student and a Communist party member: they are suspended from school. The student newspaper at Troy State College supports the president of the University of Alabama for his blasting of an authoritative Wallace administration; it is censored by the school president, the paper's adviser, and the college board of publications. Five editorial board members of the Boston College *Heights* weekly sponsor a speech by birth control advocate William Baird in their news office after being refused permission to use the college auditorium; disciplinary action by the school's conduct committee is pending. A Massachusetts legislator rises to his feet and proposes a bill which would establish rules and regulations regarding appearance of students enrolled at the state colleges and university. And on and on. Everywhere, it seems, the insanity of suppression of expression is running rampant among college and government administrators, as though they feared free thought and dissension as one fears a deadly epidemic.

Somehow, in some way, this nation has fallen victim to a dangerous kind of conformity; a conformity that has people following blindly as their leaders lure them to oblivion; a conformity that has caused people to be satisfied with the material advantages of life while their moral responsibilities are swallowed by the ugly society they have created.

We are especially appalled by the volume of suppression in evidence throughout the college community. It seems as though administrators have developed a paranoiac fear of student expression, a fear which leads inevitably to some sort of disciplinary action against dissenters. This type of action is intolerable in a nation which has produced such a monumental statement of rights. What is happening to our sacred democratic principles? Where is that unquenchable zeal for freedom of expression which is tantamount to true liberty? There is something fundamentally wrong with a nation that engages itself in a vicious war on the other side of the world in order to preserve freedom and democracy—a nation which, in turn, apparently does little to preserve those ideals within its own geographic bounds. The hypocrisy of this situation can not be blamed on an incapable national administration. Rather, the blame lies in the millions upon millions of "average" middle class Americans who bask daily in the stench of status quo. These are the true hypocrites.

We support any campus organization that has come under fire for being honest in their dissension. We especially support the five *Heights* editors who await some horrible sanctions for their "un-American" expression. We sincerely hope that such un-Americanism shall be with us always.

AT RANDOM

UNLOCK THE LOCKS

It's always a pain in the neck to lose something, but when I had my wallet stolen this past week in the gym, it felt like disaster. Like most of you, I carry all my identification and valuable documents in that fragile cowhide pocket; without them, I'm not even a number to anybody, just a nameless "it" without even a draft card to burn. In short, I was frantic.

But there is honor among thieves! The wallet—sans l'argent—was found in the school mailroom the next day. Which all leads me to one conclusion—let's remove all the locks on this campus that aren't susceptible to outside interference and rely on an honor system, instead. Perhaps I am wrong, but if all the gym lockers remained open, if all impediment to theft were removed and, in their place, a little honor and trust appeared, maybe wallets wouldn't be stolen. Perhaps it sounds a bit farfetched, but I am convinced that the boy who stole my wallet would not have done so if all the lockers had been open, and he would have been confronted simply with his own honesty. My unlocked valuables amidst the gleaming steel combinations were an open invitation to him—it merely affirmed my stupidity. But if all the locks were gone, it would only be *his* dishonesty—not my naivity—that the thief could blame. And I think he would have foregone the money rather than betray so brutally an honor which, after all, he does have.

It follows, of course, that an overall academic honor system would be a fine replacement for the childish proctored exams that are now given. I resent the implication of these contests; worse, I do not feel obligated to abide by the rules. After all, if it's games that are being played, I'd like to score a few points, too. But if it were my own ethics before me and not someone's silly game, it would be impossible for me to cheat. I'd only be outsmarting myself.

The new judicial board will provide the means of enforcement for such a code. It also affords the way to study the suggestion. Let's foster an atmosphere of trust, here, rather than one of sly deceit. Why not try to unlock all those metal insults to our honesty?

". . . the moment we break faith with one another, the sea engulfs us and the light goes out."

—*James Baldwin*

—B. G.

Letters . . .

A Call for Action

April 19, 1967

To the Editor:

The recent rumors circulating the Tech campus and the city of Worcester concerning the Tau Kappa Epsilon fraternity party of March 17, 1967, seem to indicate that a very serious offense was committed. The findings by the Administration and by the I.F. Council Judiciary Board were totally inconclusive. If such an offense was committed, and if the Administration and Judiciary Board are interpreting this to be merely ungentlemenly and distasteful actions, then the punishment is not in accordance with the seriousness of the offense. However, the recent investigations may have failed to bring out any substantial evidence, which would seem to indicate that a more thorough examination of the affair is necessary. A comprehensive inquiry would dispel any rumors on campus and within the city, and alleviate the discrepancy of the above mentioned findings, for the final benefit of all involved. Conclusive results should prevent any future exploitation of the affair.

The lack of student cooperation, responsibility, and integrity, coupled with various pressures, deprived the first investigations of their needed depth. The Administration and the Judiciary Board could not be expected to ferret out the total truth amid such pressures, confusions, and deceptions. A successful investigation can only be conducted by an impartial observer, such as an experienced lawyer with no connection with Tech. This examination could be financed by the $800.00 fine imposed upon Tau Kappa Epsilon and/or by assessment of all the fraternities. The findings of this lawyer would be presented . . . in entirety . . . to the Administration and the Judiciary Board, so that those governing bodies could then act accordingly.

Only complete cooperation on the part of the fraternities and the Administration can lead to a just solution.

Respectfully submitted,
Prof. Bruce McQuarrie
Prof. John van Alstyne
Prof. Bernard Howard
Thomas Fitzpatrick, LCA
George Cumming, ATO
James Palmer, SAE
Joseph Slocik, PSK
John Hoyt, TC

NEWS ANALYSIS

The Curriculum Decision

by Bert Gunter

The overwhelming approval of the curriculum modifications this past week marks a significant step in the progress of education here at Tech. For, behind the decision—which certainly was not a radical break with past tradition—lies a philosophy which is far more important than the specifics of the proposal, itself. Simply stated, the acceptance of these changes constitute a recognition of the impossibility of ever achieving perfection; the tait implication is that there can be no "best" in education, but only "better"—there can be no ultimate perfection, but only improvement. In a climate which was threatening stagnation, this is the most important feature of the vote.

Those who opposed the changes did so because they thought the status quo was better than new innovation. Certainly they point out a danger which must be borne in mind: innovation should not be advocated just because it is new, just because it is experimental. All changes should be made with one goal in mind—the improvement of the quality of the education this school offers. But equally important is the nature of this process we call learning. Often complex beyond comprehension, it must ever remain alert to the changing world it seeks to aid, ready to respond to the new demands and necessities of a world in flux. The proposals of the Curriculum Committee reflected this knowledge, and that is why they were accepted overwhelmingly.

But these changes are not the *end* to change; indeed, this is precisely what they do *not* represent. Rather, they, too, will have to be subjected to the cold light of rigorous analysis, their failings noted, and more suggestions made to correct them. Although every effort should be spent to put these ideas into practice successfully, there should be no illusions about their basic inadequacy. All ideas, all proposals, all change, must be inadequate, for if we had the final solution to the problem of education, we could reach Nirvahna.

For this reason, more proposals should be forthcoming—many aspects of education here have remained unexamined and are desperately in need of new light. The Committee, the Faculty, and President Storke (whose capable handling of this controversial matter has won him praise from many faculty members) all merit recognition for their wisdom and foresight. But the work has just begun, and it would be foolhardy to rest on laurels now, when real progress can be realized. We know that this will not be the case, and hope that continued enlightened change will keep W.P.I. in the forefront of America's fine Engineering and Science institutions.

Tech's Annual
BLOOD DRIVE
will be held on
May 3 and 4
in Morgan Lounge

Students should see their fraternity or dorm representatives for information.

JUNIOR PROM WEEKEND – 1967

The Preparation . . .

. . . A Queen

...A Race...

...The King...

Tech News
photos
by
Roger Perry

Letters . . .

ROTC-An Open Issue

To the Editor,

What a great issue for you guys to move out on with something helpful and contributory.

Mere harping and griping about the required service here at Tech is certainly significant—but it's so much less than we all can contribute. What are the alternatives? What does a professional school like Tech really need? What does the U.S.A. need today? What will we all need tomorrow? What does the Army want?

Thirty minutes of thought by some busy student-editor won't contribute anything to this. Other professionals have contributed hours to this with the present somewhat unsatisfactory results. I'm not sure this present 5-minute thought is worth much either!

But there is so much that we need—in addition to military strength—why can't we engineers here at Tech (of all ages) think out some additional contributions along other lines that might rouse the enthusiasm of our Tech students to some real pitch, and—incidentally—put the military need in its true perspective?

Good luck!
W. H. Roadstrum
Prof. of Electrical Engineering

A Denunciation

To the Editor,

I have just finished reading most of the recent issue of the *Tech News* of Pres. Herald Gazork of "No Date."

You refer to this issue as perhaps, "just another boring intellectual edition of *"The Tech News."* Actually, I have read most of your issues during the past many months and found them to be well written, provacative (sic) and commendable.

This most recent Gazork issue I consider to be trash. Your quest for an even greater voice in running the College is based on ridicule, vulgarity and irresponsibility.

Some challenging of tradition and policies is desired but your methods tend to destroy rather than build. You have plenty of criticism and few solutions. Further, you make the huge, misguided assumption that college students can better run the school.

I have no official capacity at Tech but am merely another interested Alumnus who happened to be President of the Class of 1940 and recently President of the Alumni Association.

I also assume that the *Tech News* is written by undergraduates for all the student body.

What a waste of what I assume is good talent by young men preparing for responsible adult living.

Sincerely yours,
Raymond J. Forkey

Editor's Note: It seems as though Mr. Forkey has missed the point in criticising our spoof issue. Apparently, he thinks that it was another regular edition, in which case his remarks would have some validity. This type of spoof, Mr. Forkey, calls for satire and vitriol, and in that respect it was responsibly done.

A Compliment

To the Editor,

We received your last issue (No Date—We believe it was some sort of a joke issue) and would like to compliment you on a job well done.

Sincerely,
Belisario A. Almeida
Editor-in-Chief
SMTI TORCH
(Southeastern Massachusetts Institute of Technology)

Inter-Campus Comment

FACULTY DEBATES ACADEMIC CHANGES

By Norman Katz, News Editor, *Scarlet*

The faculty discussed four curriculum proposals last Friday.

The first of these proposals deals with the issue of abolishing the current distribution of requirements. In its place a system in which the student could be required to take at least 36 semester hours outside those major and related fields or courses designated by his major department would be instituted. The system would become effective with the class of '71.

Pass, No Record System

The second proposal suggests the adoption of a pass/no record system of grading. It allows the student to take a maximum of 16 semester hours of courses in which he would either receive a grade or pass/no record. The courses taken under this system would be chosen by the student in any field unrelated to his major department. Instructors would continue to grade other students in the usual manner. They would report all grades to the registrar who would keep records of grades and pass/no record.

Experiment Fund

The third proposal is that funds be included in the budget to encourage curricular experimentation. These

(Cont. on p. 4, col. 5)

Education in a Changing World

Editor's Note: The following article is adapted from an address made by United Nations Secretary-General U Thant at the University of Michigan. On that occasion, the Secretary-General received an honorary doctor of Laws Degree from the University. The address is entitled "Education in a Changing World."

ANN ARBOR, MICH. (CPS)—Our greatest common human problem—the problem of living in and adapting to our constantly changing world—has revolutionized the nature and function of education. The conventional elite system of education that served the old and relatively static world has already, in most countries, had to give way to a comprehensive system that is both far more broadly-based and in much closer contact with developments in the world outside the campus. The university, far now from being the cloistered retreat of the chosen few, has, for better or for worse, become involved intimately and inextricably with the whole process of growth and change.

In fact, the process of education itself now plays a large part in changing and developing the intellectual, social and material framework of the world in which we live. This radical change in the nature and place of education is rich both with possibilities and with dangers.

It is essential that we—and I say we because education is the concern of all serious people—should constantly remind ourselves of certain standards and criteria which should, in my view at any rate, govern our approach to education. They are relatively simple and obvious.

Education should first and foremost be involved with truth and with the teaching of methods to arrive at the truth. This must be a continual quest pursued with vigour and with courage.

In this age which prides itself upon its revolution in communications, the truth is perhaps harder to find or to pin down than ever before, and the function of education in teaching people to find and to recognize truth is correspondingly more important.

In the pursuit of truth, education and educational institutions should not necessarily conform to the current spirit or atmosphere of the times. Teachers and students should always be prepared to question popular assumptions, trends and moods, and by questioning them, to strengthen what is good and change or eliminate what is bad.

Education must obviously be linked to the realities of life without being too much overawed by them. Realism, desirable though it is, must not be allowed to discourage originality and imaginative thinking. If education must correspond and adjust to the needs of time and place, it must also always look toward the future and to the manner in which desirable changes can be brought about. This is particularly true in the United States.

This country's place and role in the world have changed radically within a generation, and this fact in itself presents a large educational problem. It is the problem of adapting a society which formally prided itself on a certain remoteness, to a new position of involvement and leadership in the world.

Though education must, of course, be linked with practical reality, an educational institution must be extremely careful about undue influences and pressures from the outside. An institution of higher education should be free of political domination in any form, either overt or covert.

Its intellectual status and academic prestige, as well as its standard of teaching, may well depend upon its freedom from such pressures. Its role as the servant and mentor of society should never be allowed to degenerate into any kind of junior partnership with government.

In the era of mass societies which we have now entered, universities must simultaneously deal with quantity and maintain and develop quality. The United States educational system is a pioneer in the adaptation of education to the concepts and values of mass society.

In such a society, education alone can allow the people to take advantage, according to their abilities, of the new opportunities of the industrial and technological era. Moreover, a democracy demands more of education than any other form of state, for in a democracy the power and inspiration of the country is generated largely by the citizens themselves.

In most countries education for a mass society is only just starting to be developed. One of the greatest problems of mass education is obviously to continue fostering and encouraging intellectual excellence, while at the same time providing for the vast numbers and varied intellectual levels of students to be educated. If standards of intellectual excellence and originality decline, the whole standard of a society will decline with them.

It is increasingly clear to me, especially from my experience in the United Nations, that, in our interdependent, crowded, dangerous but also challenging world, tolerance, understanding and fresh thinking on national and international problems are the key to nothing less than human survival. This is an urgent matter, and it is also of vital importance.

Education alone can work on a broad enough scale to begin the urgent task of transferring men's thoughts from their conflicts to their common interests—from the obsession with sterile and outmoded political and military confrontations to the far more challenging and fascinating problems of survival, peace, justice, co-existence and cooperation.

This is, I repeat, a task of the utmost urgency. Everyone, and especially the young, should be involved, as a matter of course, in the active consideration of the world they live in and of the institutions and political and social beliefs which deal, or fail to deal, with the problems of all our lives.

If they are not involved, the effort to produce a sane and civilized international order will lack the support it must have if we are ever to have a safer and better world.

Underlying all of these considerations, there is, of course, the question of ethical standards. Clearly, vocational teaching—how to do a job, and social teaching—how to live in a society, are fundamental ingredients of education.

There is, I believe, a third essential ingredient which is no less vital for being delicate and highly elusive—I mean moral teaching in the sense of inculcating and keeping alive certain essential values. These values must both correspond to the realities of life in the world today and yet have an inner strength of their own which can withstand the destructive aspects of those realities.

It is very often said that traditional morality, as our grandfathers knew it, has broken down, that the support of religion and the solidarity of family life have been increasingly removed as good and regulating influences on society. It is said, often with a pessimism verging on despair, that negative and destructive thoughts and values now predominate and that the simple human virtues and graces are doomed.

Personally, I cannot accept such conclusions, although I accept the reality of some of the developments which have led to them. Granted, our world has changed out of all recognition in the last hundred years.

That is why the search for new, valid and acceptable standards of behaviour is the basic problem in international relations, as well as in private life. It is not merely that life without such standards will become increasingly disagreeable and sterile; there is a very real danger that without them we may one day find that human society will cease to be tolerable at all. Of course, education by itself cannot build a new framework of ethics and morals. But it can be of crucial importance in showing the importance of the problem and in providing the atmosphere in which people can work such a framework out for themselves and with each other.

Only an objective, independent and inquiring attitude of mind can hope ot succeed in the search for the basic concepts and the underlying principles which can serve the needs of humanity in this century. Such a search, it seems to me, is most likely to end in a sharing and harmonizing of our beliefs.

It seems to me that education should try to make it possible for people to see beyond the propaganda and mutual accusations of rival political ideologies to the fundamental values and ideals upon which the conflicting ideologies can be brought together.

In order to keep up—or even to survive—in this dynamic world of ours, we must, throughout life, continue to learn and to develop, or we will lag hopelessly behind. Our formal education should therefore prepare us for a lifetime of post-graduate work, for to some extent we must all be eternal students.

Much of the trouble between nations arises from the exploitation of of a variety of situations and conditions by politicians, ideologists, and sometimes military leaders, in pursuit of power. We must recognize, however, that this exploitation would not be possible if it did not strike a responsive chord in the minds of people throughout the world. There is undeniably a strain in the collective subconscious of the human race which, in defiance of all common sense or prudence, tends on occasion to drive mankind toward conflict and even mutual extermination. The problem is how to deal with this freakish human tendency.

To my way of thinking, one important part of the answer is to be found in our schools, colleges and universities, where the far stronger and more constructive human tendencies—the impulses toward mutual aid, universal brotherhood and reverence for life—can be cul-

(Continued on p. 5, col. 5)

Compulsory ROTC A Closed Issue-Part II

By Sandy Malcolm

Since the establishment of the ROTC unit on this campus in 1951, Worcester Tech graduates have received over 750 commissions from the department of the Army. During this period, approximately 2,500 men have graduated from Tech. This means that an average of 30% of every class have taken Advanced ROTC and entered the Army as second lieutenants. These figures prove that ROTC does serve a worthwhile and valuable function at Tech. However, the question which plagues many minds is whether the unit could still perform efficiently if the compulsory nature of the Basic Course were abolished.

There are several facts which should be kept in mind when trying to answer this question. The first of these is that there are approximately 250 colleges or universities with ROTC units. The total enrollment of these units numbers over 160,000 cadets. However, this program only produces about 12,000 second lieutenants annually. This means that only 7.5% of all the men taking ROTC ever receive a commission in the army.

This largely inefficient system does not bother the Army appreciably. This is because the cost of producing a second lieutenant by the ROTC method is still cheaper than using any other method. West Point produces about 550 graduates each year at an annual cost of about $25,000,000. This averages out to be about $45,000 per man. The two Officers Candidate Schools at Fort Benning and Fort Sill produce about 1,600 second lieutenants annually, although this total has been increasing rapidly because of the war in Viet Nam. The cost per man is about $6,500. The cost of commissioning a senior in a ROTC unit, however, is relatively cheap at a cost of only about $4,000. Thus, we see that it is economically profitable for the Army to waste time and effort on such a large group of cadets just on the possibility that some will go advanced.

Why Compulsory?

The main reason for retaining compulsory ROTC at Tech is the fear that the quotas set by the Department of the Army could not be met under a voluntary program. These quotas are at least 100 new enrollees in the Basic Course each year and at least 25 commissioned officers produced each year.

There are three important factors which have acted to increase ROTC enrollment in the last two years.

Increased Enrollment

The first of these is the fact that the decree by President Kennedy which placed married men in a lower draft category, has been repealed. Married men with no dependents are once again classified 1-A. This means that men who plan on being married following graduation are still liable to be drafted.

The second reason for increased ROTC enrollments is the increase in draft rates due to the war in Viet Nam. Most people feel that if they are going to have to go in the service, they might as well go in as an officer.

The third factor is the ROTC bill passed by Congress in 1964. The main provisions of this bill were an increase in monthly pay for advanced course members from $27.00 a month to $40.00 a month and the granting of full scholarships to selected students enrolling in the four-year program. The bill provided for 1,000 scholarships, covering tuition, fees, books and laboratory expenses, to be granted during the academic year 1965-66. An additional thousand scholarships are to be provided each year for the following three years. In the fifth year and for each succeeding year, a total of 5,500 scholarships may be maintained at the discretion of the Secretary of Defense. The recipient of a scholarship also receives $50 a month.

Next week, an examination of the significant arguments both for and against compulsory ROTC will be discussed.

Tech-Clark Coop Program

Cooperation Provides Key To Widet Curriculum

By George Bazinet

Tech students often complain, "We don't have enough liberal arts courses here," or "The liberal arts courses offered are merely survey courses which are too general and hasty to be worthwhile." While some of these comments are justified, the situation is not all as bad as it seems at first glance.

Although many students have heard of the Cooperative Program, few have a clear understanding of what it is. The Cooperative Program is an agreement made between the Presidents of Clark University and WPI about 2 years ago which allows students at one of the schools to take courses at the other at no cost, provided that these courses are not offered at their own school. The requirements for a Tech student to take a course at Clark under the Cooperative Program are as follows:

1. The course must not be offered at WPI.
2. The student must have the permission of the head of his department to take the course.
3. The course must not be more than 3 credit hours per semester.
4. The course must not be an overload course.

If the student meets these requirements WPI pays the tuition for his course at Clark. It is interesting to note that the grade the student receives at Clark is not entered on his permanent record, nor does it have any effect on his QPA or his CQPA. If the student completes the course to the satisfaction if his Department Head, it is entered on his transcript that he took the course at Clark University. If he fails to do so it is simply not recorded.

There are 29 Tech students taking courses at Clark under this program in the following subjects: psychology, structural geology, biology, physiology, and French. There are 7 Clark students taking courses here in the following subjects: electrical engineering, digital computation, German, civil engineering, and graduate physics. The reason for which there are more WPI students enrolled in the Program? Perhaps Clark students are less anxious to leave their coed classes than WPI students are to join them.

Dean Van de Visse said that the Program is neither officially encouraged nor discouraged. If a student has reason to take part in it he is allowed to do so, but students are not recruited. The future of the program is vague. While President Storke is in favor of more cooperation between the schools, it would be foolish to seek to polarize the situation so that all science and technical courses are handled at WPI while all liberal arts courses are taken care of by Clark, for the simple reason that technical courses cost so much more to teach. Worcester Tech would bear by far the greater bulk of the cost. It seems that the schools must either merge or cooperate on a limited basis. There are no plans for a merger. Despite the lack of convenience imposed by scheduling and transportation, this program allows WPI students to take courses that may not be offered here for years, to follow a sequence of these courses; and to benefit from being in a non-engineering class where many of the students place their primary interest in the subject being taught. The Techman can no longer complain that he is doomed to follow a narrow and illiterate education.

INTER-CAMPUS COMMENT-

(Cont. from p. 3, col. 2)

funds would be used by the Dean of the College with the advice and consent of the Academic Council.

The fourth proposal is that junior and senior courses be designed to carry four semester hours credit per semester. The Academic Council would be directed to approve any department request for such allocation of credit whenever it is indicated that a course will in general require substantially more work than a three credit course.

The proposals were suggested by the Curriculum Committee which was appointed in 1965 by President Jefferson to study possible improvement in the curriculum.

Semi Simple Group Sponsors Contest

The Semi-Simple Group is sponsoring a contest this spring open to all WPI undergraduates. The contest involves the solution of three problems which will be published in consecutive issues of the *Tech News*. A prize of $10 will be given to the student whose solutions are the best in the opinion of the judges. Problems to be used will attempt not to favor the student with a formal mathematics education.

The first problem, found below, is a familiar one in which the names and the places have been changed to protect the innocent. Solutions for this problem must be submitted before 12 noon, April 28, 1967 and may be placed in the mail box of the Semi-Simple Group, which is just inside the office of the Math Department in Stratton.

First Problem

1. There are five houses in a row, each of a different color, and each inhabited by a student of a different fraternity, who has a different major, drink, and sport.
2. The Phi Gam student lives in the yellow house.
3. The PKT student drinks booze.
4. Orange juice is drunk in the ivory house.
5. The Sig Ep is an M.E.
6. The ivory house is immediately to the right (your right) of the blue house.
7. The AEP student is a swimmer.
8. Tennis is played by the student in the white house.
9. Milk is drunk in the middle house.
10. The SAE student lives in the first house on the left.
11. The student who plays billiards lives in the house next to the Physics major.
12. Tennis is played in the house next to the house of the E.E. major.
13. The bowler drinks coffee.
14. The football player is a Civil.
15. The SAE student lives next to the green house.

Now, which fraternity man drinks water, and which one is the Chemistry major?

ACLU Criticizes Irresponsible Protests

NEW YORK, N.Y., April 19 (CPS)—The American Civil Liberties Union (ACLU) has voiced disapproval of student protest demonstrations that infringe upon the civil liberties and academic freedom of non-participants.

The ACLU Board of Directors said the civil liberties group does not approve of "demonstrators who deprive others of the opportunity to speak or be heard, or physically obstruct movement, or otherwise disrupt the legitimate educational or institutional processes in a way that interferes with the academic freedom of others."

Professor Samuel Hendel, Chairman of the ACLU's Academic Freedom Committee, cited as examples the blocking of Secretary of Defense Robert McNamara's path of departure at Harvard; the preventing of the conduct of interviews in administration offices at the City College of New York; and the behavior of a group of Howard University students which prevented Selective Service director General Lewis B. Hershey from delivering a scheduled speech.

Although the ACLU criticized the methods used in some campus demonstrations, it strongly defended the right of college students broadly to exercise free speech. Stated the civil liberties group, "Students are likely to attain greater maturity and make greater contributions to society if they are accorded the widest possible freedom of discussion, controversy, and dissent."

The ACLU recommended that "regulations governing demonstrations should be made by the administration and faculty in consultation with students within the framework of the broadest concept of civil liberties and should be public. Due process should be observed where infractions are charged."

NEW YORK BALLET IN BOSTON

The first Boston engagement of The New York City Ballet, acclaimed as "one of the five great ballet companies in the world" will be held May 9, 10, 11 at the Music Hall. During its three day presentation, to be sponsored by The Cambridge School of Ballet, Inc., the renowned company will show eight ballets never before shown in Boston.

The opening night performance on May 9th, will benefit The Cambridge School of Ballet's Scholarship Fund. Under the direction of Esther Brooks, The Cambridge School introduces ballet to children from underprivileged communities and offers scholarships to talented children from these areas.

The New York City Ballet, with its general director Lincoln Kirstein and ballet master George Balanchine, according to one critic, ranks with Moscow's Bolshoi, Leningrad's Kirov, the Royal Danish, and London's Royal Ballet. Mr. Balanchine is considered the foremost choreographer alive.

The Boston premiere program will offer a range of Balanchine's impressive variety. Over the three-day presentation, 11 ballets will be performed including the lyrical "Serenade," a brilliant Balanchine-Stravinsky collaboration "Agon," "Bagaku" based on a dance by the Imperial Japanese dancers and "Prodigal Son" danced by Edward Villella.

Appearing in Boston with the ballet company will be 55 members of the New York City Ballet orchestra.

For additional information and tickets, contact: Cambridge School of Ballet, 2076 Massachusetts Avenue, Cambridge, or call Box Office: University 4-1645.

EDUCATION

(Cont. from p. 3)

tivated. We need to revive on a broad scale some of the common feelings aroused by great religious movements in the past—love, brotherhood, patience, tolerance, and above all the desire to live together in peace irrespective of differing political ideologies. The deepest and most sacred instincts must be evoked—the instincts that bid us live and love and aid one another. This I believe to be a primary task of education in a rapidly changing world.

Classes Elect New Officers

Class elections were held in Alden Memorial Auditorium last Thursday, April 20. All but the Freshman class results have been tabulated.

The Senior class officers remain the same. Ray Rogers is class president. The other officers are as follows: Don Lutz, Vice President; John Stump, Treasurer; John Kilguss, Secretary; Steve Luber, Historian.

The Junior class reelected Arnie Antakauskas as their class president. Bob Pleines and Skip Griffin were both re-elected to their respective offices as Treasurer and Secretary. Neil Durkee replaces Bob Woog as the Vice President.

Jerry Blodgett was re-elected the Sophomore class president. Dave Zlotek was elected Vice President. Roger Miles was re-elected Secretary. Jim Atkinson replaces Greg Hopkins as Treasurer. Mike Noga was elected class historian.

Freshman class results will be announced next week.

CADET RECEIVES R.O.T.C. AWARD

Cadet Richard DeLand, a sophomore at Tech, received a volume of Forrest Pogue's book "The Supreme Command" for achieving the highest grade in American Military History. Cadet DeLand led his class of 309 sophomores with a grade of 96.9. This award for excellence in Military History is a joint presentation of the Department of the Army through the Chief of Military History and the AUSA. Lt./Col. Ralph E. McClain, the professor of Military Science at Tech, presented the award to Cadet DeLand during a special ceremony.

CURRICULUM CHANGE

(Cont. from col. 5, p. 1)

Elective:

Modern Science and Current History
20th Century America
Contemporary Problems in U.S. Foreign Policy
Modern Far East
The Soviet Union
Modern Africa
Contemporary European History
Modern Intellectual Trends

ENGLISH MINOR

Required:

English Literature I and II
From the following representative list:

Elective:

American Literature (2 semesters)
Development of the Novel
Development of Drama
Forms of Poetry
Contemporary Trends in Literature (Pilot-Engl. 111)
Creative Writing
World Literature

HUMANITIES MINOR

Required:

One course each from the fields of history and of literature as specified by the departments of History and English.

Elective:

From the following representative list:
Western Ideas and Values
Western Art
Religions of the East
The Biblical Religions
Early America (Pilot-H 111)
Music of Western Civilization (Mus. 401)
Masterpieces of the Drama
Great Issues of the Novel
World Literature
English Literature I or II
Philosophy (2 semesters)
American Literature
Contemporary Trends in Literature (Pilot Engl. 111)

FRENCH MINOR

Required:

A minimum of three years of high school French. Highly qualified students with less than three years of high school preparation may have this requirement waived by the language department.

French 211-212 - Intermediate French
French 311-312 - Advanced French
French 411 - Literary History

GERMAN MINOR

A German Minor could be constructed similar to the French minor proposed above. Since so few students have high school German, however, it is doubtful if a minor offering in this manner would be feasible at this time. If no high school German were taken, however, it is felt that a minimum of six semesters' work would be necessary to validly establish a minor qualification in this field. Since this sequence might prove too lengthy to attract sufficient numbers of students in the terminal semesters, the offering of a German "minor" should be deferred. The offerings of a German language sequence, however, would be feasible, and the following program is recommended:

Immediate:

German 111-112 Elementary German
German 211-212 Intermediate German

Courses which may be offered in the future:

German 311-312 (Advanced German)
German 411 (Literature History)

RUSSIAN

The growing demand for Russian by scientists and engineers is recognized. It is recommended that a two term sequence of Elementary Russian be offered as an elective to interested upperclassmen on a cooperative basis with Clark or Assumption.

By unanimous vote the faculty empowered the Executive Committee of the Faculty to accomplish the transitional details involved in the adoption of this new program. The new program will be put into full operation in September, 1968.

The following proposal was made by the Faculty Curriculum Study Committee, and may be altered by the Executive Committee in order to facilitate the quickest implementation of the full program:

1. The Faculty Curriculum Study Committee submits the following plan for a proposed Freshman Elective Pilot Program. The program is complementary to other curriculum modifications now under consideration by the Committee. It constitutes a continuation of the first phase of curriculum improvement which began this year with the introduction of the Engineering and Science sequence. We believe this program can be put into effect in the coming academic year 1967-68, that it will be well received by the Departments involved and by incoming freshmen, that it will furnish desirable flexibility in the freshman program, and that it will yield valuable information regarding the organization, educational value, and acceptance of the elective courses. The program, in outline, is as follows:

2. Scheduling of elective courses.

a. Under the pilot elective program proposed for 1967-1968, four new courses will be offered: in the areas of Business, Contemporary English Literature, Early American History, and Statistics and Probability. The present course ES 102 will be a fifth elective.

b. Admission to the new elective courses (that is, other than ES 101 and ES 102) will be limited. One division of each of the four new courses will be opened for election in each term. The maximum enrollment will be approximately 25 students; a minimum enrollment will be determined by the Department concerned.

c. All freshmen admitted to one of the pilot courses in one term will take ES 101 in the other term. All students not admitted to the pilot course will take ES 101, ES 102 sequence as at present. Possible distribution of students would thus be as follows:

FIRST TERM

ES 101	200
ES 102	100 (Minimum)
4 Electives	100 (Maximum)

SECOND TERM

ES 101	200
ES 102	100 (Minimum)
4 Electives	100 (Maximum)

The electives in History, English, Economics and Mathematics are each considered above to be a maximum of 25 per class per term.

3. Student election procedure.

The program will be announced to Freshmen during the month of May, 1967 by a letter which will explain it, describe the courses in adequate detail, and request response to a questionnaire, giving tentative choice of elective together with relevant information on background, interests, plans, and preferences. The students' final election will be made during Freshman orientation in the case of those students who are admitted to the pilot courses for the Fall term, and during registration for those admitted for the Spring term.

In addition to the adoption of the Report of the Curriculum Study Committee, the faculty voted unanimously to accept approximately forty changes in various departmental curricula. Among the more important are the following:

In the Division of Chemical Engineering, Industrial Chemical Calculations (Che 261) will be restored in place of Thermodynamics I (presently Che 261). Thermodynamics I will be shifted to the second semester of the sophomore year in place of Structural Chemistry. Statistics and Mechanics of Materials (ME 354) will be replaced by Topics in Applied Mathematics (Ma 314). Chemical Engineering Principles I, II, and III will all have a laboratory added and credit will be changed from 3 to 4 hours.

In the Division of Chemistry, Inorganic Chemistry (Ch 203) will replace Thermodynamics I in the sophomore year. In addition, German will no longer be required for the chemistry degree, but will be strongly recommended to chemistry majors.

In the Electrical Engineering Department, Strength of Materials (Me 353) will no longer be a required course. Direct Energy Conversion (Me 456) will also be offered as an elective instead of being required.

In the Math Department the language requirement (German) will be dropped. Independent Study (Ma 497 and Ma 498) will be offered. The junior and senior curricula will now be as follows:

Junior Year

First Semester	
Government	3
Math	3
Math elective	3
Executives	6
	15
Second Semester	
Economics 302	3
Math 321	3
Math elective	3
Electives	6
	15

Senior Year

First Semester	
Eng. 401 or Humanities Elec.	3
Math elec.	2
Math 425	3
Electives	6
Math 485	1
	15
Second Semester	
Hu. elec. or English 401	3
Math elective	6
Electives	6
	15

In the Mechanical Engineering Department, Mechanics of Materials Laboratory (Me 355) will be dropped as a required course. In the senior year, the requirement will be changed from 18 to 15 credits.

In the Management Engineering Program, the junior and senior years will be reduced to 15 credit hours, (five three credit courses).

PKT CAPTURES CHARIOT RACE PGD WINS DESIGN LAURELS

The team from Phi Kappa Theta took first place in the Chariot Race which was held last Saturday in conjunction with the "Elysian Fields" theme of J. P. weekend. Ten fraternities and the Shield participated in the event which drew a large crowd despite the poor weather.

The race started in front of Morgan Hall, went in front of Daniels, turned left into the parking lot and up to the gym. The course then went in front of Higgins, around the rotary and finished at the entrance to Sanford Riley.

Joel Schoenholtz, who was chairman of the event, organized the race into four preliminary heats, with the winner from each heat qualifying in the final. The teams which qualified for the final were Phi Kappa Theta, Theta Chi, Sigma Phi Epsilon, and Tau Kappa Epsilon.

After a 15 minute rest the qualifying teams lined up for the final. It was required that the same team be used in the final run as in the qualifying heat.

President Storke was on hand to act as starter for the final race. The teams charged down the straight-away in front of Daniels Hall. The Phi Kappa Theta Chariot took an early lead and had the first place position as the teams rounded the first turn. Theta Chi pressed for first place early in the race but Phi Kappa Theta held onto its lead and crossed the finish line with a length and a half lead. Theta Chi finished in second place and Tau Kappa Epsilon was third.

The winning team consisted of Mark Simpson, Jack Grant, Bob Plante and Mike Finnerty. Mike Hart, dressed as a Roman Soldier, was the driver for the P.K.T. Chariot.

The Tech News SPORTS

Phi Gamma Delta won the trophy for the team with the best designed chariot. The chariot was constructed out of bamboo with solid wooden wheels. The team and driver were dressed as Fiji Islanders.

Despite what appeared as scientific refinements the chariot from Alpha Epsilon Pi noisily finished last in their heat.

Stickmen Drop Two Downed by Tufts, 8-1 Lose to Trinity, 9-5

The lacrosse team lost its second game of the season during the Saturday of Junior Prom weekend. Dusty Klauber had another great game but it was over shadowed by the 9-5 loss. Trinity was not as strong a ball club as last year but showed great determination and hustle. Trinity caught Tech's defense sleeping in the opening minutes and scored on a bounce shot from 15 yards out. Tech came right back as Ray Rogers got by his man and scored in the second period. Trinity's attack began working. Their shifty right attack man threw in two quick goals to open up the game. Frank Verterber then deflected a pass into the goal from his crease spot. In the second half the story was the same, Tech's defense was strong but the attack couldn't score enough goals to go ahead. In the 3rd quarter, Jim Braithewaite fired a perfect pass to Frank Magiera who quick-sticked it in the goal to make the score 5-3. Trinity then scored four quick goals to put the game out of reach. Dusty Klauber scored two unassisted goals in the last four minutes to finish off the scoring. Tech's record is now 1-2. Their next game is away against M.I.T. on Tuesday, April 25.

TUFTS GAME

Last Wednesday, April 19th, the Worcester Tech lacrosse team lost to Tufts University by a score of 8-1. Tech showed the best defense that it has ever had against a Tufts team. Led by Baldrate, Binheard, and Cooper, WPI only allowed three goals against them in the first half. Tech's lone goal came in the second period as attack man Cal Ngoon rolled around the right side of the cage and fired the ball past their goalie. Tech's offense was hampered by the rain and muddy ground. The Tufts excellent defense can be mostly attributed to their goalie, who was an All-American last year.

TECH GOLFERS TOP TRINITY REMAIN UNDEFEATED

The Varsity Golf team, headed by coach Roy Seaberg, is off to a quick 3-0 record through one week of play. The first match was away against Merrimack and Lowell Tech at Vesper C.C. Tech won easily over both opponents, defeating Merrimack 6½-½, and Lowell Tech, 5-2. Winning matches for Tech was Eric Sweed, Terry Chase, Bob Reidy, Chet Kasper, Dave Gradwell, and Ken Kopka. The low round for Tech was a 77 by Reidy.

On Thursday, Tech met a strong Trinity team from Hartford. The match was close, with the first three men for Tech winning 1 up on the 18th hole. Winning matches for W.P.I. were Sweed, Chase, Reidy, Gradwell, and Kopka. Tech won by a 5-2 score. Low man for this match was Eric Sweed with a 79.

This next week will prove vital to this year's team, with important matches against strong Holy Cross and UMass teams.

Trackmen Lose to Trinity Sandora Ties Shot put Mark

W.P.I. dropped its first track meet Saturday to Coast Guard by a score of 61½ to 78½. Led by Magee, who had three firsts and one second to his credit on the day, Coast Guard swept both the long jump and the triple jump on its way to victory. Tech was led by Cary Palulis with three firsts and by Dick Sandora with a record-tying heave in the shot and a second in the discus. The Tech trackmen managed to sweep both the 880 with Palulis, Zepp, and Pierce, and the javelin,with Zuckerman edging out Larson with his last throw for first place. The combination of Pierce, Zepp, Downey, and Blake in the mile relay ended the day with a win for Tech. Blake, the anchor man, also had a second in the 440. Co-captain Sullivan came up with his customary first in the high jump and was backed up by Imrie, who took a third in that event. Others who fared well were Noga with a second in the 120 highs, Loomis with thirds in the 100 and 220, Mading and Griffin with second and third respectively in the intermediate hurdles, and Bernard with a second in the pole vault. Coach Norcross mentioned that their sprinters were just too fast and that we are very weak in the pits. The next meet is Saturday with Colby and Nichols.

Mile run—1, Palulis (W); 2. Swamley (CG); 3, Peterson (CG). Time 4:53.

440-yard dash—1, Townley (CG); 2, Blake (W); 3, Pettingill (CG). Time 53.8 sec.

100-yard dash—1, Magee (CG); 2, Streeter (CG); 3, tie between Loomis (W) and Wagner (CG). Time 10.2 sec.

120-yard high hurdles—1, Magee (CG); 2, Noga (W); 3, Zurell (CG). Time 15.2 sec.

880-yard run—1, Palulis (W); 2, Zepp (W); 3 Pierce (W). Time 2:07.5.

220-yard dash—1, Streeter (CG); 2, Magee (CG); 3, Loomis (W). Time 23.2 sec.

Two-mile run—1, Palulis (W); 2, Swamley (CG); 3, Terriberry (CG). Time 10:40.

440-yard inter hurdles—1, Magee (CG); 2, Mading (W); 3, Griffin (W). Time 62.1 sec.

High jump—1, Sullivan (W); 2, Allen (CG); 3, Imrie (W). Height 6 ft. 3 in.

Pole vault—1, Sirois (CG); 2, Bernard (W); 3, Thomas (CG). Height 12 ft.

Broad jump—1, Johanek (CG); 2, Swaw (CG); 3, Cross (CG), Distance 19 ft. 7¾ in.

Hop, step and jump—1, Johanek (CG); 2, Edmiston (CG); 3, Cross (CG). Distance 40 ft. 1¼ in.

Shot put—1, Sandora (W); 2, Ames (CG); 3, Hested (CG). Distance 46 ft. 5 in.

Discus—1, Graening (CG); 2, Sandora (W); Olson (CG). Distance 126 ft. 5½ in.

Javelin—1, Zuckerman (W); 2, Larson (W); 3, Miles (W). Distance 150 ft. 4¼ in.

Mile relay — Won by Worcester Tech (Pierce, Downie, Zepp and Blake). Time 3.40.1

TECH NINE RALLIES TO STOP N.E.

The Worcester Tech Baseball Team scored three runs in an eight inning rally last Friday to defeat Northeastern 7 to 5 at Alumni Field. Gary Bossak went the entire distance as the Tech hurler and allowed only six hits to the visitors.

Tech got on the scoreboard in the first inning, combining walks with an interference play to push across one run. Bill Shea then put the Huskies into a 2-1 lead with a homerun to center field with a man on.

Bill Tanzer hit a long triple into right field to drive Bill Goudie home and tie the score at 2-2. After Northeastern had taken the lead by a 3-2 margin Goudie drove in two runs with a single to center.

In the seventh inning the Huskies again rallied on scores by Shea and Imbrenda to take a lead, 5-4.

In the eighth inning Hertz got to first with the help of an error. Goudie was then walked. Marshal Taylor got a double to drive Hertz home. Tanzer then wrapped the game up with a two run single to right field.

WORC TECH	ab	r	h	bi	NORTH'RN	ab	r	h	bi
Scott 3b	4	1	1	0	Imb'a cf	4	2	2	1
Lutz cf	4	3	1	0	Bald'i 2b	4	0	1	1
Newton 1b	5	0	1	0	Kos 1b	4	0	0	0
Goudie ss	2	2	1	2	Paster lf	2	1	0	0
Taylor c	4	1	1	1	Hurw'z 3b	3	0	0	1
Tanzer lf	3	0	2	3	MacCa'd ss	4	0	0	1
Kelly 2b	5	0	0	0	Shea rf	4	2	2	2
Moore rf	5	0	2	0	Perkins C	2	0	0	0
Bossak p	3	0	0	0	Marino C	1	0	1	0
					Geist p	1	0	0	0
					Sones p	0	0	0	0
					Rana p	1	0	0	0
Totals	35	7	9	6	Totals	30	5	6	5

Worcester	100	012	03x—7
Northeastern	020	001	200—5

E—Worcester 2; Northeastern 1. PO—Worcester 27-5; Northeastern 24-4. LOB—Worcester 14; Northeastern 5. 2b—Shea, Newton, Taylor. 3b—Tanzer. HR—Shea. SB—Lutz. S—Perkins.

	IP	H	R	ER	BB	SO
Bossak (W)	9	7	5	3	2	9
Geist	5	2-3	6	4	2	5
Sones (L)	1	2-3	2	3	2	1
Rana		-2	3	1	0	0

Balk—Bossak. WP—Geist. PB—Marino.

Frosh Golfers Lose 6-3 To Worc. Acad.

The Worcester Tech Freshman Golf Team opened their season last week at the Wachusett Country Club. The team lost their initial match to Worcester Academy, 6-3. Only two of tech's six golfers managed to defeat their opponents in the match play competition. Steve Lacaire won his match 3-2 and Ron Blythe won 4-3. Tech also won the team total competition. The team's next match is April 27 against Dean Junior College.

Tech Crew in Strong Showing to Finish 3rd

The Holy Cross Varsity heavyweight crew had to fight off a late challenge by Worcester Tech and Clark University to preserve its lead over Tech and Clark University at Quinsigamond last Saturday.

More than 1000 rowing enthusiasts gathered at Regatta Point to witness what many people termed the "closest race seen here in many years."

Holy Cross finished a half length ahead of Clark with a time of 7:20.5. Tech finished a half length behind Clark. The second and third place times 7:21.2 and 7:29.9 respectively. Assumption finished last with a clocking of 7:58.5. Holy Cross was the prerace favorite to repeat their sweep of the second annual All-Worcester Intercollegiate Regatta. Clark was figured to give Holy Cross a close race. However, the surprise of the varisty event was the strong showing of the improving bladesmen of Tech. The Engineers, never far off the pace, despite some problems; had to settle for third.

Holy Cross took the early lead at the 500 meter mark. Tech and Clark were stroke for stroke in second place with Assumption a length behind. At the 1000 meters, Holy Cross moved out to a one length advantage. At the 1500 meter mark the positions were relatively unchanged except for Assumption, who was out of the race. But a sudden spurt by Tech carried them about 10 feet ahead of Clark. At this point, however, a strong cross wind came up and the water became choppy. All three coxwains then upped their stroke to a 36 and 38. Clark began to move up on Holy Cross while Tech was experiencing trouble with the chop and cross wind. Holy Cross held on and managed a half-length victory over the strongly closing crews of Clark and Tech.

In the Junior-Varsity test, Holy Cross walked away from the field at the start and won by 3 lengths in a time of 7:29.5. Clark was second in 7:49. An inexperienced Tech squad finished in 8:22.1 with Assumption coming in last with a clocking of 8:42.8.

Sports Slants

A Welcomed Interest

Last week a change was made in the I.F. scoring system which is hoped will correct for the deficiencies in the old system. The very fact that this change was ever brought about is a credit to the efforts of Bob Goshler. We would like to commend him for working in conjunction with the Tech News Sports department and taking an active interest in this regard. It is not often we have found someone willing to put the time into making their views known. This is a concrete example of what we would like to see more of—an active participation on the part of Tech students to bring to our attention any aspects of Tech sports they feel could use improvement. By dropping a letter under the door of the Tech News office and addressed to the sports staff, we feel a lot of constructive criticism could be channeled to useful purposes if only someone would bring it to our attention. The fact that the I.F. scoring system was corrected before the basketball season had ended and the I.F. softball and track season began is a good example of what can be done if the need for change is recognized.